

Lewis & Clark College
Professional Mental Health Counseling & Professional Mental Health Counseling –
Specialization in Addictions
CPSY 550-04
Dalia Baadarani, Ph.D., LPC, NCC
Diversity and Social Justice
Wednesday - 1:00 p.m. to 4:15 p.m.
Online Learning
Syllabus Cover Sheet

Required Objectives:

Professional Counseling Identity (CACREP 2016 Standards)

- 2a multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- 2b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- 2c. multicultural counseling competencies
- 2d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's view of others
- 2e. the effects of power and privilege for counselors and clients
- 2f. help-seeking behaviors of diverse clients
- 2g. the impact of spiritual beliefs on clients' and counselors' worldviews
- 2h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

Entry-Level Specialty: Clinical Mental Health Counseling (CACREP 2016 Standards)

- C2j. cultural factors relevant to clinical mental health counseling
- C2l. legal and ethical considerations specific to clinical mental health counseling
- C3e. strategies to advocate for persons with mental health issues

Methods of Instruction for this Course

| Instruction Method | Mark All That Apply |
|--------------------------------|---------------------|
| Lecture | X |
| Small Group Discussion | X |
| Large Group Discussion | X |
| Course Readings | X |
| Group Presentation | X |
| Individual Presentation | X |
| DVD/Video Presentation | X |
| Supervised Small Group Work | |
| Individual/Triadic Supervision | |
| Group Supervision | |
| Case Study | |
| Debate | |
| Class Visitor / Guest Lecturer | X |
| Off-Campus / Field Visit | |
| Other: | |

Key Required Assignments/Student Learning Outcomes

These assignments are required for the course, but will not be the only requirements/expectations. The chart below lists the assignment, method of submission, and benchmark score/grade. These assignments are set up for upload to Taskstream and/or instructor provides rating for assignment. See syllabus for details.

| | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Program Objective Met |
|--|--|---|--|--|---|----------------------------|
| CACREP 2.F.5 Counseling & Helping Relationships 2.F.2 Social & Cultural Diversity | | | | | | |
| PO 4.2 Demonstrates ability to explore how personal experiences, thoughts, and feelings impact counseling with clients. Submission Method: Instructor Complete PQE in Taskstream | Demonstrates self-awareness and emotional stability. Emerging use of self in therapeutic process, uses supervision to continue growth. | Demonstrates self-awareness, emotional stability and a beginning understanding of impact of self in relationships with clients, seeks assistance for continued learning | Demonstrates self-awareness, emotional stability, and willingness to address/remediate problems. | Student demonstrates lack of self-awareness or emotional instability that impedes learning or client care. | MHC 503/MHCA 502 Professional Qualities/Dispositions Evaluation MHC 509/MHCA 511: Professional Qualities/Dispositions Evaluation | Self as Counselor (2 of 5) |

| CACREP 2.F.1: Professional/Ethical Dispositions | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Program Objective Met |
|--|--|---|---|--|---|----------------------------|
| PO 4.5 PQE Critical Items: Openness to supervision | Seeks supervision from faculty, supervisors and peers. Utilizes supervision to grow and develop. | Complies with suggestions, requests and directives from faculty and supervisors | Responds to supervision from faculty and supervisors reluctantly, has difficulty with feelings of defensiveness | Refuses supervision or fails to comply with supervisor requests and directives | MHC 503/MHCA502 And MHC511/CPSY 550 Professional Qualities/Dispositions Evaluation | Self as Counselor (5 of 5) |
| Submission Method: Instructor Complete PQE in Taskstream | | | | | | |

| | Proficient (A) | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Program Objective Met |
|---|--|--|---|---|--|-----------------------------------|
| CACREP 2.F.2 Social & Cultural Diversity | | | | | | |
| Students develop awareness of the effect of power, privilege, and difference and their own cultural attitudes, beliefs, | Demonstrates strong awareness of own social locations and how attitudes, values and beliefs have been affected by it | Demonstrates good awareness of own social locations and how attitudes, values and beliefs have been affected by it | Demonstrates beginning awareness of own social locations and how attitudes, values and beliefs have been affected by it | Demonstrates little to no awareness of own social location and how attitudes, values and beliefs have been affected by it | MHC 511/CPSY 550 Cultural self-portrait or Culminating Cultural Activity | Multicultural Competence (1 of 4) |
| Submission Method: Student submission to Taskstream | | | | | | |

| | | | | | |
|--|----------------------|-------------------------|---------------------------|---|-----------------------------------|
| CACREP 2.F.2 Social & Cultural Diversity 2.F.1: Professional/Ethical Dispositions | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Program Objective Met |
| PO 5.2 PQE Critical items: Responsibility Item 5 Students will demonstrate the ability to engage in dialogue with people who carry or hold other perspectives in ways that show respect for the other persons and other points of view. Integrity Items 3,4,5 Respect for others | Score of 2: Meets | Score of 1: Emerging | Score of 0: Inadequate | MHC 503/MHCA502 AND MHC 511/CPSY 550 Professional Qualities/Dispositions Evaluation (PQE) Note: PQE is given for all students in these courses, and as needed when problems emerge in other courses | Multicultural Competence (2 of 4) |
| Submission Method: Instructor completes PQE in Taskstream | | | | | |

| Multicultural Competence | Benchmark (B) | Emerging (C) | Inadequate/Fail | As evidenced by: | Program Objective Met |
|--|---|---|---|--|-----------------------------------|
| CACREP 2.F.2 Social & Cultural Diversity | | | | | |
| PO 5.4 Learns strategies for working with gender and gender spectrum issues, diverse populations, ethnic and other non-dominant groups. Submission Method: Instructor submits overall course grade to registrar AND Taskstream | CPCE Score Average or Above or Score below average and Course grade 90-100% | CPCE score below average and course grade 0-90% | CPCE score below average and course grade below 80% | CPCE Score Average or Above OR MHC511/CPSY 550 CPCE score below average and Course grade of A | Multicultural Competence (4 of 4) |

Lewis and Clark College
Graduate School of Education and Counseling
Department of Counseling Psychology
CPSY 550-04
Diversity and Social Justice

Required Text:

Sue, D.W. & Sue, D., (2016). *Counseling the Culturally Diverse: Theory and Practice*.
7th Edition, Wiley & Sons, New York, New York.

DiAngelo, R. J. (2018). *White fragility: why it's so hard for white people to talk about racism*.
Boston: Beacon Press.

Required Articles:

Ratts, M. J., Singh, A. A., Nassar-McMillan, S., Butler, S. K., McCullough, J. R., & Hipolito-Delgado, C. (2015). Multicultural and social justice counseling competencies. *AMCD: Alexandria, VA*.

Yamato, G. (1988). "Something about the Subject Makes It Hard to Name." In *Changing Our Power: An Instruction to Women's Studies*, edited by Jo Whitehorse Cochran, Donna Langston and Carolyn Woodward. Dubuque, IA: Kendall-Hunt.

Required and Recommended Readings:

There will be other readings or other material assigned throughout the semester as our in-class process develops. Additional readings and/or other assigned or recommended material will be posted to Moodle.

Moodle:

Other readings are available on Moodle, the Lewis & Clark online course program. Log on to moodle.lclark.edu (note there is no www.), sign in using your L & C login (same as email). Use course enrollment code provided in class or by email. If you have ANY trouble with Moodle, contact the Helpdesk at 503-768-7225, consult@lclark.edu or Maia Penschansky maiap@lclark.edu or 503 – 768-6195.

Ethical Guidelines:

Students will obtain and bring a current copy of the ACA Ethical Guidelines to class.

Catalog Description:

This course is intended to increase the student's understanding of the issues and dynamics in counseling across social and cultural lines. Students will explore the nature of society and culture and how these impact the counseling process. Students will broaden their scope of diversity awareness and knowledge including systems of power and privilege. Attention will be given to

developing an understanding of the intersectionality of gender, class, race, and ethnicity in working with diverse populations in a counseling context. Particular attention is paid to students' understanding of themselves as cultural beings and their identities as helping professionals. This work is foundational for an introduction to methods and skills for working with clients who are diverse in culture, race, ethnicity, gender, age, sexual orientation, or physical or mental abilities.

Class Assignments/Grading

1. Attendance and Participation

You **must attend and participate in all classes**. If an emergency requires that you miss a class or any portion of a class, you must contact the instructor as soon as possible and a make-up assignment will be required. The instructor will determine the exact content of this makeup assignment. **More than one absence may lead to a failure to complete requirements for credit.**

2. Participation

Each week there will be an assignment related to the readings. You may be given questions to consider and be prepared to discuss, you may develop questions, or there may be an activity to complete and share with classmates. Well-prepared students make for the best class discussions!

3. Weekly Journal (15 points)

You will be required to keep a weekly journal. In your weekly journal, entries will capture your intellectual, personal and/or experiential discoveries made in class (from group discussion, class activities, etc.), from the weekly reading assignments or even from things you come across in popular culture. Please use this as an opportunity to discuss your reactions or reflections of course discussions or dialogue. This is also an opportunity to reflect about your own cultural identity development and discoveries.

The journals should be typed; 1-2 pages in length per entry, and are due twice in the semester. The first compilation of journals is due **February 24th** (6 entries) the final compilation of journals is due **April 14th** (7 entries). There will be a total of 13 entries in the entire journal. These do not need to be APA formatted. Journal entries are not graded for specific content but rather for breadth and depth. Breadth of learning refers to the full span of knowledge of a subject. Depth of learning refers to the extent to which specific topics are focused upon, amplified and explored.

Within any area of study, there will be both breadth and depth of learning, which increase as students advance their knowledge. A college degree represents a focused collection of topics that are interrelated and have breadth and depth within and across those disciplines. The purpose of journaling is to carve out time for intentional reflection on class discussion and readings. Through intentional reflection we can work towards a deeper understanding and integration of course material.

4. Social Justice Quilt (40 points)

For this assignment, you will use everyday objects (e.g., magazine cut-outs, photos) to create a "social justice quilt" that represents the most salient aspects of your identity:

Race, Ethnicity, Gender Identity, Sexual or Affectional Orientation, Ability, Different Ability, or Disability, Gender Expression, Religion or Spirituality, Class, Biological Sex, Age, Adulthood.

Part One: Throughout this course, you will collect a minimum of 1-2 objects everyday to create your social justice quilt which should reflect your worldview and cultural perspective.

Part Two: At the end of the term you will present your quilt by addressing something you learned about yourself and what it means to view counseling through a social justice lens. You may use a PowerPoint presentation for this assignment to present your personal examples and reflections. See rubric on Moodle for additional information. **Due April 21st.**

5. Facilitation of Class Discussion (10 points)

In groups of 2-3, you will facilitate one of the class discussions for 45-60 minutes. This is not meant to be a group presentation. Rather, it is an opportunity for you to guide your peers through a series of readings, engage them in dialogue, and help one another make clinical application of the material. If visuals are provided they should be supplemental. You should be prepared to have questions that generate discussion where necessary, but the idea is that you help facilitate the flow of the course dialogue. Thus, this will require that you have a thorough understanding of the readings.

6. Social Advocacy Group Project (35 points)

A. In groups of 2-3, work to identify a critical issue/need in the field of either mental health or addictions counseling as it relates to diversity and multiculturalism. Look to the literature to support the need for advocacy for your identified 'critical issue.' The purpose of this assignment is to synthesize knowledge about oppression, advocacy and the relationship to the counseling profession. Identify a specific issue of a multicultural population/group that reflects a dynamic oppression such as lack of/limited access to mental health counseling, education, other services and/or opportunities.

Some examples of a "critical issue" could be:

- Investigation of, and advocacy for, access for differently-abled clients, students or citizens to mental health or educational services
- Investigation of, and advocacy for, underrepresented students in gifted and talented programs
- Investigation of, and advocacy for, access to mental health services for people who have committed felonies and served prison time.
- Investigation of, and advocacy for, access to outpatient/residential addiction treatment programs for low income and/or uninsured individuals

B. Construct an Advocacy Plan:

- Select and describe a school, institution, agency or community facility as a target site for your project.
- Collect information from the target site that you will use to identify a systemic problem/oppression that prevents student, client, and/or family success.
- Develop a **realistic** advocacy plan based on your assessment of the systemic problem/oppression. Remember, the plan must be **appropriate to the multicultural population that it serves**. Your advocacy plan should include:
 - A clear statement of the problem/issue (supported by evidence, literature, interviews from your target site, etc.).
 - A discussion of systematic and cultural attitudes towards the problem/issue.
 - Identification of target for advocacy. Where will you be advocating and to whom?
 - Specific plan, timeline, tactics, strategies, resources needed/available, etc.
 - A discussion of possible solutions to the problem/issue.
 - Identify potential obstacles to your advocacy plan. What might be some barriers to change and how do you plan to address these?

As a group, you will turn in **one written paper** of your advocacy plan (10 pages, maximum). **All of the above bullet pointed questions/statements must be addressed in this paper.** However, feel free to provide additional information as desired or needed to support and clarify your plan. This paper should adhere to APA style format.

Additionally, provide a **concise, bulleted handout representing your advocacy plan to your classmates and present your proposal for change/advocacy in class.** Each group will be given approximately 45 minutes to present their advocacy plan to the class. Groups will present over the course of two class sessions.

All group papers are due on **March 31st**. Groups will sign up for class presentations on **Feb. 17th**

Grading Summary:

| | |
|-------------------------------|------------|
| Attendance & Participation | N/A |
| Weekly Journal | 15 |
| Social Justice Quilt | 40 |
| Class Discussion Facilitation | 10 |
| Social Advocacy Group | 35 |
| Total Possible Points | 100 |

Grading: This course is graded in accordance with the grading policy of the Graduate School of Education and Counseling, available for viewing in the Navigator Student Handbook (http://www.lclark.edu/graduate/student_life/handbook/registration_policies/index.php#system) and is the point equivalent of that grading scale (A = 4.0 A- = 3.7 B+ = 3.3 B = 3.0 B- = 2.7 C+ = 2.3 C

= 2.0 C- = 1.7 D+ = 1.3 D = 1.0 F = 0.0).

Thus, grades for the course are determined by the following percentages:

A = 94-100 A- = 90-93 B+ = 87-89

B = 84-86 B- = 80-83 C+ = 77-79

C = 74-76 C- = 70-73

F = Below

ASSIGNMENTS TURNED IN LATE WILL HAVE 5 POINTS A DAY SUBTRACTED FROM THE TOTAL SCORE

Below 80%: As graduate students, you are expected to do the work as assigned and described. If you are unable to complete the work at an acceptable level of performance you will be asked to complete the work again or to complete alternative tasks. A grade of B or above is considered acceptable performance for the class.

Students with Disabilities:

The Student Support Services Office, located in the Templeton Student Center, is a resource for students with disabilities. A variety of services are available through this office according to the particular needs of each student. Students interested in such services may contact Student Support Services at 503-768-7191. This contact is the necessary first step for receiving appropriate accommodations and support services. Please inform me if you need accommodations in class.

Weekly Course Schedule

| Week | Class Discussion Topic | Date | Readings Due | Assignments Due |
|------|--|----------|--|---|
| 1 | -Introductions -Syllabus review | 01/13/21 | None | |
| 2 | -Mission & Vision Statements -Obstacles to cultural competence (CACREP 2h.) | 01/20/21 | <i>S & S: Ch. 1</i> <i>Diangelo Ch. 1</i> | |
| 3 | -Superordinate nature of multicultural counseling -Building counselor self-awareness and cultural self-assessment -Multicultural counseling competence/marginalized groups (CACREP 2a., 2e., 2f.) | 01/27/21 | <i>S & S: Ch. 2, & 14</i> <i>Diangelo Ch. 2</i> | In class: Student discussion facilitation #1 |
| 4 | -Multicultural counseling competence/marginalized groups -“The path of <i>conocimiento</i> ...inner work...public acts.” Acting on gained knowledge. (CACREP 2a.) | 02/03/21 | <i>S & S: Ch. 3, 17</i> <i>Diangelo Ch. 3</i> | In class: Student discussion facilitation #2 |
| 5 | -Racism -Multicultural assessment (CACREP C2j.) | 02/10/21 | <i>S & S: Ch. 13, & 16</i> | In class film: The Color of Fear (Part I) |
| 6 | -Dimensions of worldviews -Combating racism and oppression (CACREP 2f., 2d.) | 02/17/21 | <i>S & S: Ch. 8 & 9</i> <i>Diangelo Ch. 4 & 5</i> | In class film: The Color of Fear (Part II) In class: Student discussion facilitation #3 |
| 7 | -Debrief: The Color of Fear -Microaggressions in counseling -Introduction to class and classism (CACREP 2h.) | 02/24/21 | <i>S & S: Ch. 6, 10</i> <i>Diangelo Ch. 6 & 7</i> | DUE: Journal compilation #1 In class: Student discussion facilitation #4 |
| 8 | -Impact of systemic oppression | 03/03/21 | <i>S & S: Ch. 5, 11 & 12</i> | Surprise Guest Speaker |

| | | | | |
|----|---|-----------|--|---|
| | -Racial/cultural identity development in People of Color - Guest speaker/topic: Building an antiracist white identity (CACREP 2e.) | | <i>Diangelo Ch. 8 & 9</i> | |
| 9 | -Gender and sexual identity models | 03/10/21 | <i>S & S: Ch. 23 & 15 Diangelo Ch. 10 & 11</i> | In class: Student discussion facilitation #5 |
| 10 | -Barriers to multicultural counseling -American Counseling Association Multicultural & Social Justice Competencies (CACREP 2c., C21.) | 03/17/21 | <i>S & S: Ch. 7, 25 & 26</i> | Surprise Guest Speaker |
| 11 | NO CLASS – SPRING BREAK ! | 3/22-3/28 | | |
| 12 | -Social Advocacy Project -Religion and spirituality -Dimensions of worldviews -Multicultural counseling competence/marginalized groups (CACREP 2a.,2f. 2g) | 03/31/21 | <i>S & S: Ch. 24,20, 18 Diangelo Ch. 12</i> | In class: Student discussion facilitation #6 DUE: Social advocacy group paper |
| 13 | -Decolonizing multicultural counseling through social justice -Counselor advocacy and social justice (CACREP 2b., C3e.) | 04/07/21 | <i>S & S: Ch. 4, & 19</i> | In class: Student discussion facilitation #7 Social Advocacy Justice Presentations |
| 14 | -Dimensions of worldviews -Multicultural counseling competence/marginalized groups (CACREP 2a., 2f.) | 04/14/21 | <i>S & S: Ch., 21, & 22</i> | DUE: Journal compilation #2 Social Advocacy Justice Presentations |
| 15 | Class wrap-up and review | 04/21/21 | None | DUE: Social Justice Quilt Presentations |

